


Triangles: Two the Same, One Different

 (page 1 of 2) 

In your set of Shape Cards, find two triangles that have some attribute in common. Write the numbers of these triangles and answer the questions below.

1. Triangles # _____ and _____

What is the same about these two? _____

Draw two other triangles that fit with these two.

Draw a triangle that is different. Explain how it is different.

2. Triangles # _____ and _____

What is the same about these two? _____

Draw two other triangles that fit with these two.

Draw a triangle that is different. Explain how it is different.

Triangles: Two the Same, One Different (page 2 of 2)

In your set of Shape Cards, find two triangles that have some attribute in common. Write the numbers of these triangles and answer the questions below.

3. Triangles # _____ and _____

What is the same about these two? _____

Draw two other triangles that fit with these two.

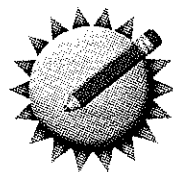
Draw a triangle that is different. Explain how it is different.

4. Triangles # _____ and _____

What is the same about these two? _____

Draw two other triangles that fit with these two.

Draw a triangle that is different. Explain how it is different.



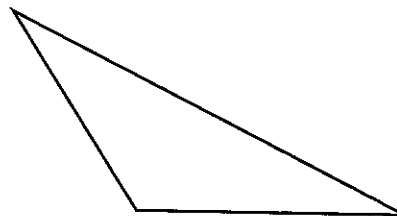
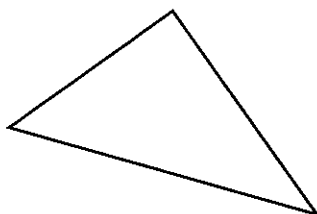
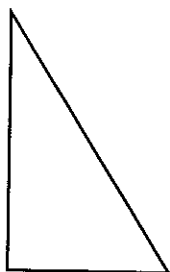
Which Triangle Doesn't Belong?

NOTE Students find the triangle in each group that has an attribute not shared by the other triangles in the group.

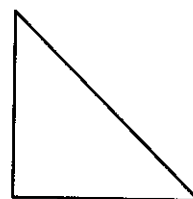
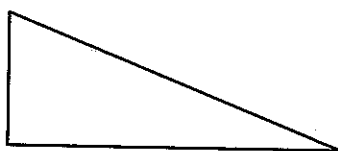
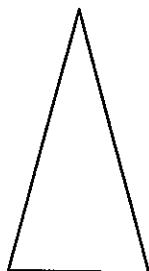
SMH 95

In each group of triangles, circle the one that does not belong. Explain how you know that it does not belong.

1.



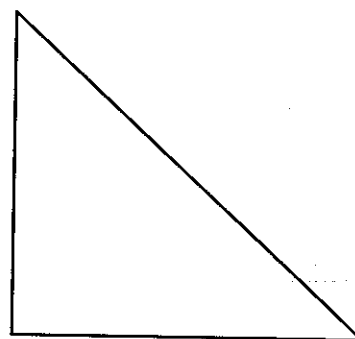
2.



Ongoing Review

3. Which statement is true about this triangle?

- A. It has one 90° angle.
- B. All of its angles are less than 90° .
- C. It has one angle greater than 90° .





Field Trip Fractions and Percents

NOTE Students solve problems about fractions and percents of a group.

SMH 40-41

Solve the following problems. Explain how you determined your answers.

Last week 40 fifth graders went on a field trip to the science museum.

1. 25% of the students went to see the space exhibit. How many students is that? _____

2. 20 of the fifth graders went to see the technology exhibit.

What fractional part of the group is that? _____

What percent is that? _____

3. 8 of the fifth graders went to see a live animal presentation.

What fractional part of the group is that? _____

What percent is that? _____

4. The rest of the fifth graders went to the dinosaur exhibit.

What fractional part of the group is that? _____

What percent is that? _____

Quadrilaterals: Two the Same, One Different (page 1 of 2)

In your set of Shape Cards, find two quadrilaterals that have some attribute in common. Write the numbers of these quadrilaterals and answer the questions below.

1. Quadrilaterals # _____ and _____

What is the same about these two? _____

Draw two other quadrilaterals that fit with these two.

Draw a quadrilateral that is different.
Explain how it is different.

2. Quadrilaterals # _____ and _____

What is the same about these two? _____

Draw two other quadrilaterals that fit with these two.

Draw a quadrilateral that is different.
Explain how it is different.

Quadrilaterals: Two the Same, One Different (page 2 of 2)

In your set of Shape Cards, find two quadrilaterals that have some attribute in common. Write the numbers of these quadrilaterals and answer the questions below.

3. Quadrilaterals # _____ and _____

What is the same about these two? _____

Draw two other quadrilaterals that fit with these two.

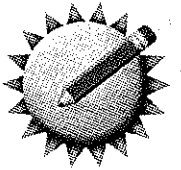
Draw a quadrilateral that is different.
Explain how it is different.

4. Quadrilaterals # _____ and _____

What is the same about these two? _____

Draw two other quadrilaterals that fit with these two.

Draw a quadrilateral that is different.
Explain how it is different.



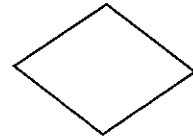
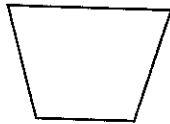
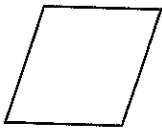
Which Quadrilateral Doesn't Belong?

In each group of quadrilaterals, circle the one that does not belong. Explain how you know that it does not belong.

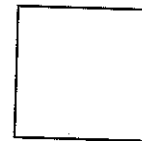
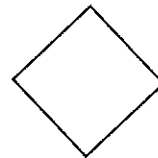
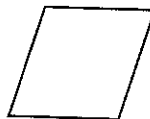
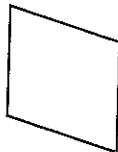
NOTE Students find the quadrilateral in each group that has an attribute not shared by the other quadrilaterals in the group.

SMH 96-98

1.



2.



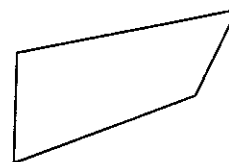
Ongoing Review

Which statement is true about this quadrilateral?

A. It has one set of parallel sides.

B. It has two sets of parallel sides.

C. It has no parallel sides.



Some Figures Have Many Names

(page 1 of 3)



1. Draw a square.

Is what you drew a rhombus? Explain why or why not.

Is what you drew a rectangle? Explain why or why not.

Some Figures Have Many Names

(page 2 of 3)



2. Draw a rectangle.

Is what you drew a square? Explain why or why not.

Is what you drew a parallelogram?
Explain why or why not.

Some Figures Have Many Names

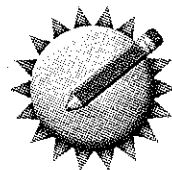
(page 3 of 3)



3. Draw a parallelogram, a rectangle, a rhombus, and a square.

4. Write *All*, *Some*, or *No* to complete these statements:
 - a. _____ rectangles are parallelograms.
 - b. _____ rectangles are squares.
 - c. _____ parallelograms are rectangles.
 - d. _____ squares are rectangles.
 - e. _____ rhombuses are squares.

5. Choose one of the sentences in Problem 4 and explain your response. Include drawings to show what you mean.



Equivalents

List at least 5 equivalent fractions for each item.

NOTE Students name equivalent fractions.

SMH 44

1. $\frac{1}{2} =$ _____

2. $\frac{2}{3} =$ _____

3. 75% = _____

4. 60% = _____



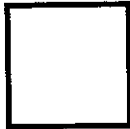
Squares and Rectangles



NOTE Students consider ways in which two types of quadrilaterals, squares and rectangles, are related to each other.

SMH 96-98

1. Write as many statements as you can about this square.



2. Write as many statements as you can about this rectangle.

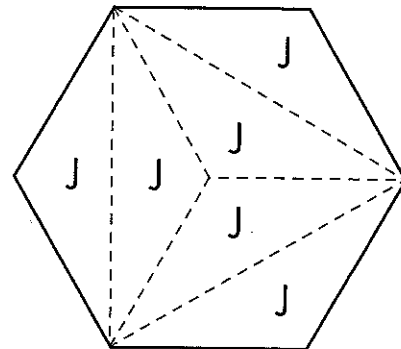


3. Explain why some statements are on both of your lists.
4. Explain why some statements are on only one of your lists.

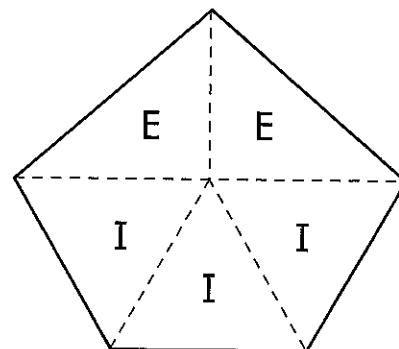
Which Are Regular Polygons?

Below are scale drawings of shapes made with Power Polygons™. Tell whether each shape is a regular polygon. Explain in writing how you know.

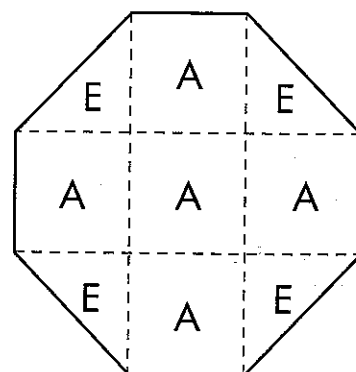
1. Is this a regular polygon? _____
How do you know?

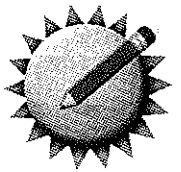


2. Is this a regular polygon? _____
How do you know?



3. Is this a regular polygon? _____
How do you know?





Fraction and Percent Problems

NOTE Students solve problems about fractions and percents of a group.

SMH 40–41

Solve the following problems. Explain how you determined your answers.

1. Rachel, Olivia, and Deon make their own pizzas.
All three pizzas are the same size.
 - a. Rachel cut her pizza into four equal pieces and ate three pieces. What fraction of the pizza did she eat?
 - b. Olivia cut her pizza into eight equal pieces and ate five pieces. What fraction of the pizza did she eat?
 - c. Deon cut his pizza into six equal pieces and ate five pieces. What fraction of pizza did he eat?
 - d. Who ate the most pizza? Who ate the least?
How do you know?
2. Nora and Zachary made juice smoothies and poured them equally into 2 glasses that are the same size. Nora drank $\frac{2}{3}$ of her smoothie. Zachary drank 75% of his. Who drank more of their smoothie? How do you know?
3. Lourdes ate 25% of a sandwich. Mitch ate 50% of a different sandwich. Mitch claims that he ate the same amount as Lourdes. Explain how this is possible.



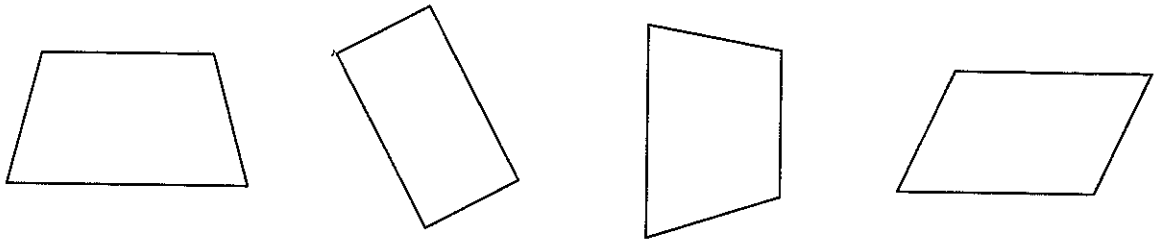
Parallel or Not?

Parallel lines never meet. Parallel segments or sides are parts of parallel lines.

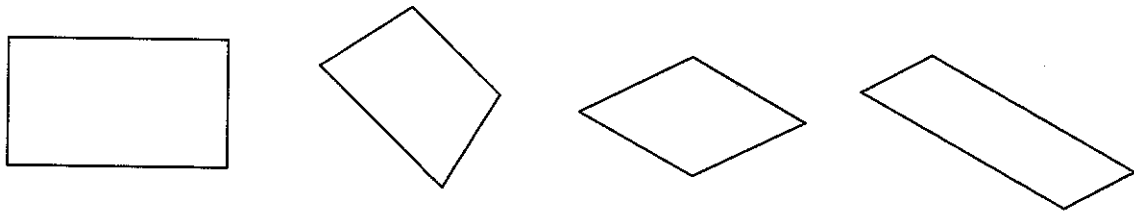
NOTE Students distinguish between different types of quadrilaterals, focusing on the attribute of parallel sides.

SMH 97

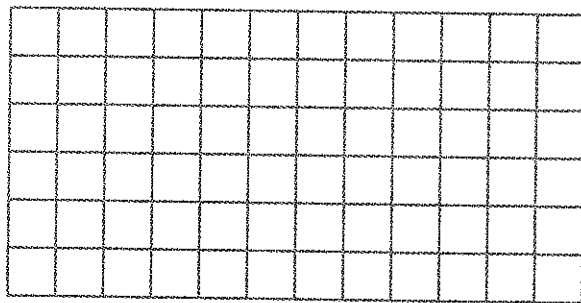
1. Circle the shapes with exactly 1 pair of parallel sides.



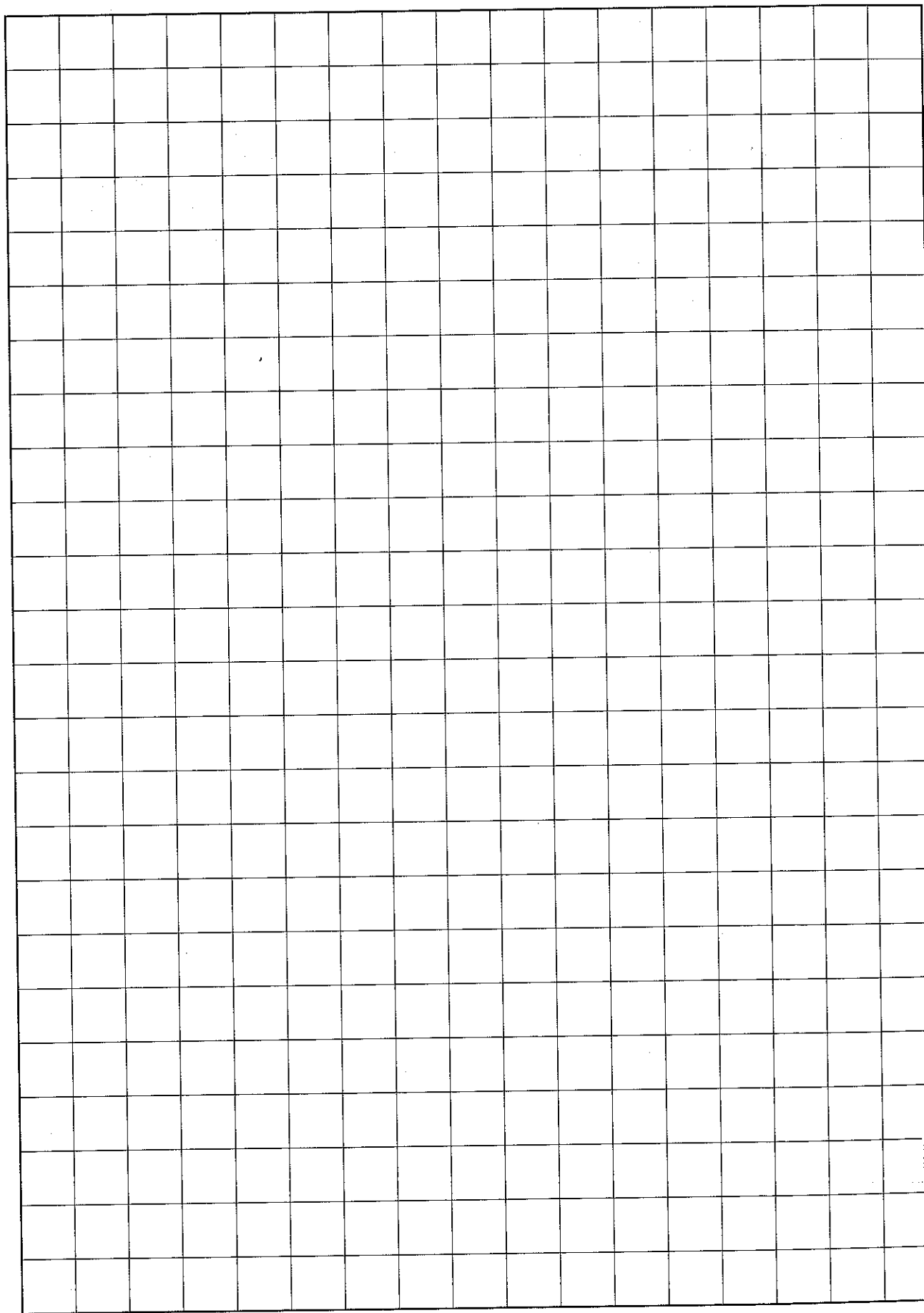
2. Circle the shapes with 2 pairs of parallel sides.



3. Draw a shape that has
- 4 sides in all
 - 2 right angles
 - 1 pair of parallel sides



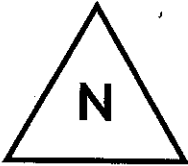
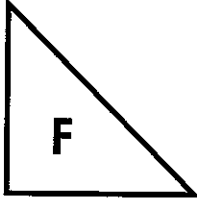
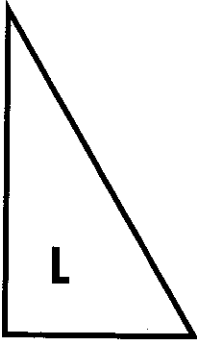
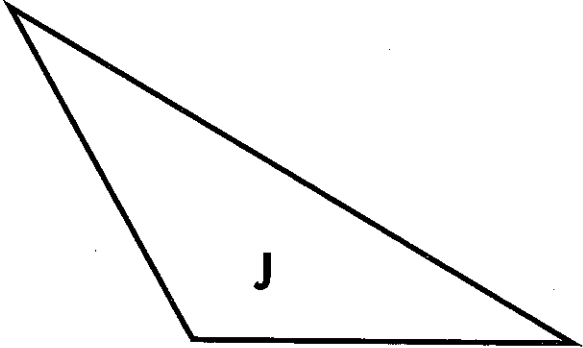
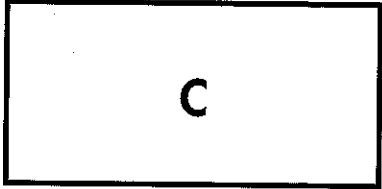
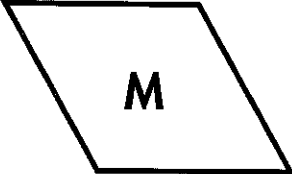
4. Explain the difference between a parallelogram and a rectangle.



Angles in the Power Polygons

 (page 1 of 3) 

Label each angle with its measure. Explain how you figured out the measure of each angle.

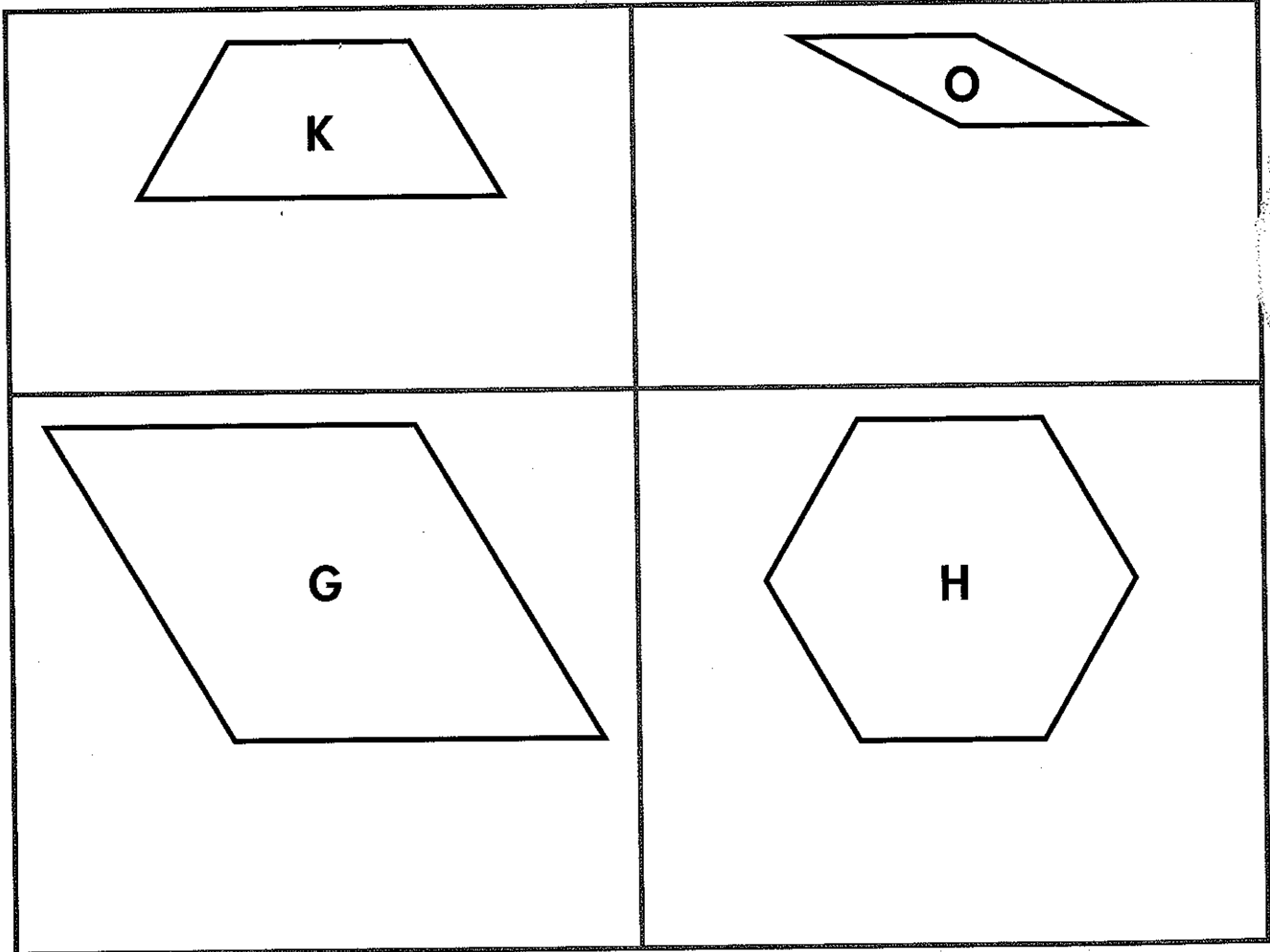
	
	
	

Angles in the Power Polygons

(page 2 of 3)



Label each angle with its measure. Explain how you figured out the measure of each angle.



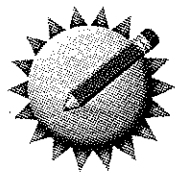
Angles in the Power Polygons

(page 3 of 3)



Use the information you found about angle measures on pages 17 and 18 to help you answer these questions.

1. Look at Power Polygon N. What is the sum of all three angles in this triangle?
2. If you add up the angles in the other Power Polygon triangles, will you find the same sum? Why or why not? (First write your prediction, and then check to see whether you are right.)
3. Find the sums of the angles in each of the quadrilaterals in the Power Polygons. What do you notice?
4. Look at the sums of the angles in the triangles and compare them to the sums of the angles in the quadrilaterals. What do you notice? Why do you think this is?



Quadrilateral Categories

NOTE Students identify quadrilaterals and then categorize them by type.

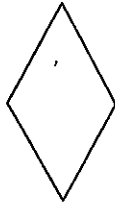
SMH 96-98

1. Circle all the shapes that are quadrilaterals.

A



B



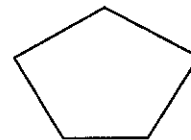
C



D



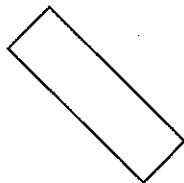
E



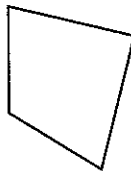
F



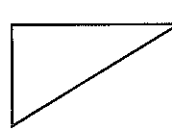
G



H



I



J



2. Put each circled quadrilateral in the following categories.
Remember, shapes can be in more than one category!

These quadrilaterals are parallelograms. _____

These quadrilaterals are rectangles. _____

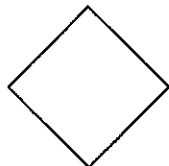
These quadrilaterals are rhombuses. _____

3. Which of the quadrilaterals that you circled have angles that are greater than 90° ? _____

Ongoing Review

4. Which quadrilateral is **not** a parallelogram?

A.



B.

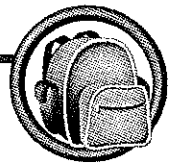


C.



D.





Which Is Greater? Part 1

Solve the following problems. Show how you determined your answers.

NOTE Students compare pairs of fractions and explain how they know which one is larger.

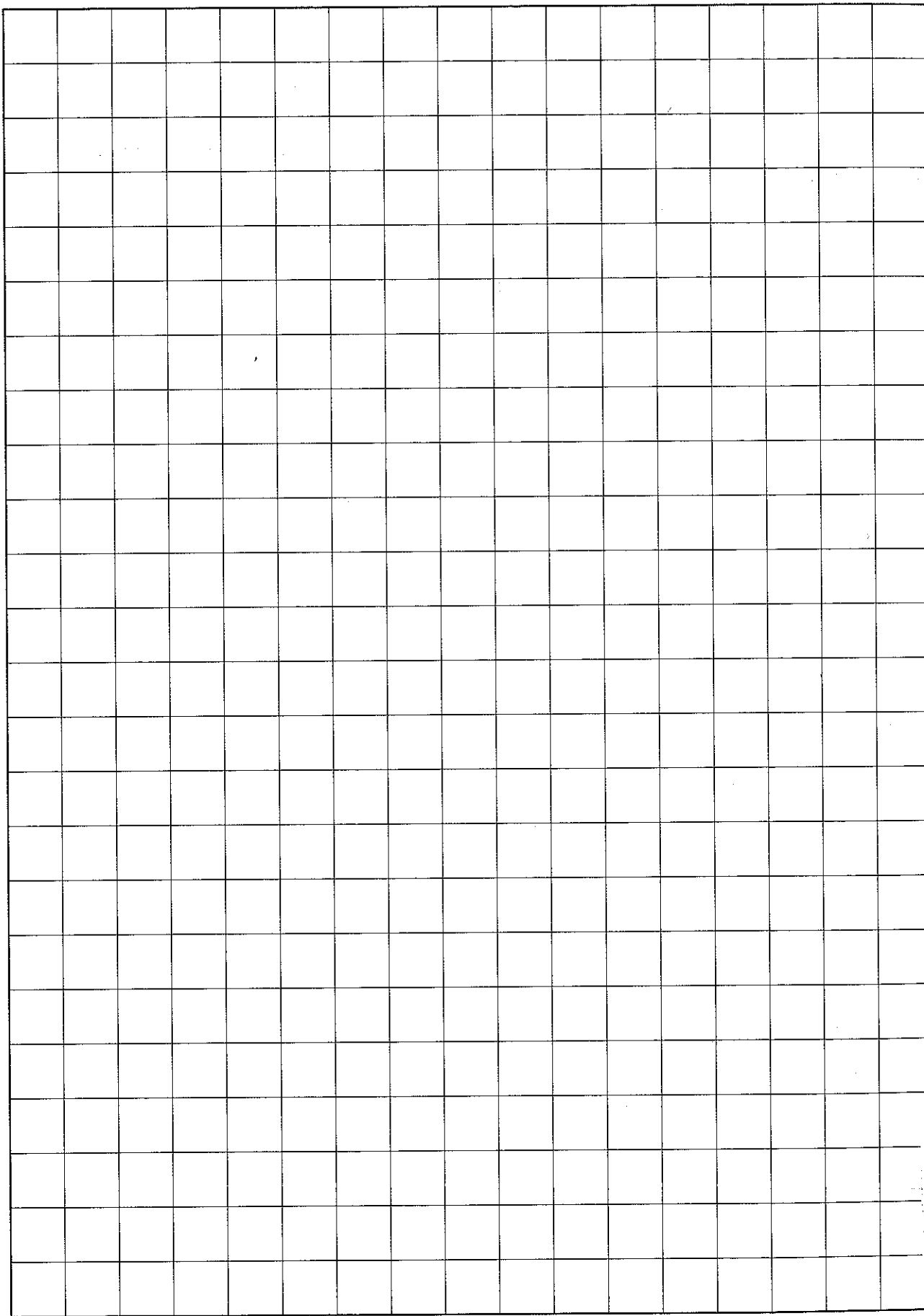
SMH 50–51

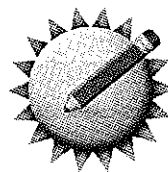
1. Which is greater? $\frac{6}{10}$ or $\frac{4}{5}$

2. Which is greater? $\frac{3}{8}$ or $\frac{5}{10}$

3. Which is greater? $1\frac{2}{3}$ or $1\frac{3}{4}$

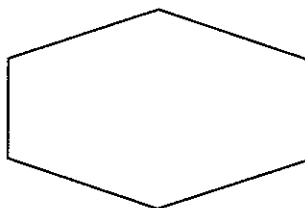
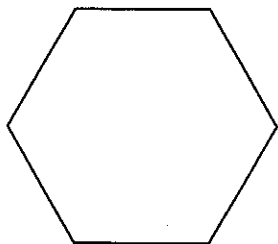
4. Which is greater? $\frac{6}{5}$ or $1\frac{1}{4}$





Describing Polygons

1. Look at this pair of polygons. Write at least three statements about each polygon in the pair.



NOTE Students compare two polygons by writing about the attributes they do and do not share.

SMH 93-94

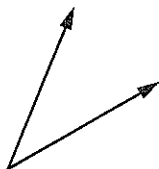
2. What is the same about these two polygons?

3. What is different about them?

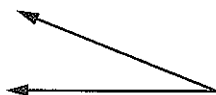
Ongoing Review

Which angle is greater than 45° ?

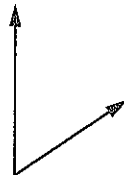
A.



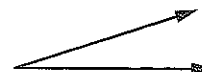
B.

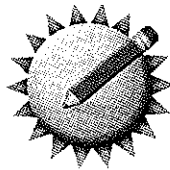


C.



D.





Which Is Greater? Part 2

Solve the following problems. Show how you determined your answers.

NOTE Students compare pairs of fractions and explain how they know which one is larger.

SMH 50-51

1. Which is greater? $\frac{3}{4}$ or $\frac{5}{6}$

2. Which is greater? $\frac{4}{10}$ or $\frac{3}{8}$

3. Which is greater? $1\frac{5}{8}$ or $1\frac{2}{3}$

4. Which is greater? $\frac{4}{3}$ or $1\frac{3}{8}$